



Nova Southeastern University
NSUWorks

Fischler College of Education: Student Articles

Abraham S. Fischler College of Education

10-22-2017

GEMS: Goals, Expectations, Measurements and Strategies for Critical Thinking and Decision-Making

David Allen

Nova Southeastern University, ra1014@mynsu.nova.edu

Garla L. Connor

Nova Southeastern University, gc812@mynsu.nova.edu

Cesar De Castro

Nova Southeastern University, cd1519@mynsu.nova.edu

Keisha Ross

Nova Southeastern University, kr1231@mynsu.nova.edu

Follow this and additional works at: https://nsuworks.nova.edu/fse_stuarticles

 Part of the [Education Commons](#)

NSUWorks Citation

Allen, David; Connor, Garla L.; De Castro, Cesar; and Ross, Keisha, "GEMS: Goals, Expectations, Measurements and Strategies for Critical Thinking and Decision-Making" (2017). *Fischler College of Education: Student Articles*. 13.
https://nsuworks.nova.edu/fse_stuarticles/13

This Working Paper is brought to you for free and open access by the Abraham S. Fischler College of Education at NSUWorks. It has been accepted for inclusion in Fischler College of Education: Student Articles by an authorized administrator of NSUWorks. For more information, please contact nsuworks@nova.edu.



GEMS:

Goals, Expectations, Measurements and Strategies for Critical Thinking and Decision-Making

by

David Allen

Garla L. Connor

Cesar De Castro

Keshia Ross

ORGL 8770 CRN 23209

Critical Thinking for Decision Making

Nova Southeastern University

TABLE OF CONTENTS

1. INTRODUCTION.....	3
2. GOALS.....	5
a. GOAL SPECIFICITY.....	7
b. PARTICIPATION.....	8
c. TIME LIMITS.....	9
d. PERFORMANCE FEEDBACK.....	10
e. REFERENCES.....	12
f. FIGURE 1.....	13
g. FIGURE 2.....	14
3. EXPECTATIONS.....	15
a. WHAT IS CRITICAL THINKING?.....	17
b. THE VALUE OF CRITICAL THINKING.....	18
c. STEPS TOWARD EFFECTIVE DECISION-MAKING.....	20
d. EXPECTATIONS WHEN APPROPRIATELY IMPLEMENTED.....	21
e. REFERENCES.....	22
4. MEASUREMENTS.....	24
a. MEASURING THE ORGANIZATIONS PRODUCTIVITY.....	25
b. HOW TO MEASURE EMPLOYEE PERFORMANCE.....	26
c. EMPLOYEE ATTITUDES INFLUENCE ON PERFORMANCE.....	27
d. UTILIZING THE MEASUREMENT RESULTS FOR SUCCESS.....	29
e. REFERENCES.....	31
5. STRATEGIES.....	33
a. OBJECTIVE.....	34
b. RESOURCES.....	35
c. TIMELINE.....	36
d. EXECUTION.....	37
e. REFERENCES.....	39
6. CONCLUSION.....	41

Introduction

GEMS are sparkling stones that are very attractive and precious. Its attractiveness and sparkles are derived from the meticulous precision of the way the stones were cut. It takes a perfect design, planning and execution to achieve such results. GEMS is also an acronym that represents leadership excellence. GEMS stands for Goals, Expectations, Measurements, and Strategies. The team concluded that a leadership handbook for the 21st century must be simple but forward looking in addressing the issues of today and the immediate future. The handbook is broken down into sections that are easy to follow. It is design for leaders to think critically in all aspects of the business.

Effective leaders must know and understand clearly the goals or mission of the company. The handbook provides a detailed but simple way on how to formulate company's goals. Shared goals are more effective than top down goals as it gives all employees or participants of the company ownership which translates to empowerment and accountability. Expectations are standards developed by each company and are designed to maintain its competitive advantage. Critical thinking is an expectation that organizations look for from the employees. This handbook laid out the techniques leaders need to know to achieve such goals.

As goals and expectations are clearly defined and preached to the leader's constituency another important element of GEMS is Measurement. Once goals are set and agreed with by all stakeholders the next important step is the development of a measuring tool. The company's success is dependent upon the effective execution of each processes or tasks of each and every employees in the organization. The handbook covered the key role that Human Resources played in ensuring its success.

Finally, the last element of GEMS is strategy. It outlined in detail how a global leader can be consistently successful in this dynamic business environment. The important topics discussed were goal setting, resources required, timeline, and actual execution of the strategy. A successful implementation of a leadership handbook will only be achieved if the organizational leadership accepts and understands the necessity of thinking outside the box. This handbook is intentionally design to force global leaders to

think beyond the norm of doing business. It forces all employees and senior leadership to be self-critical and accept changes as the new normal in doing business. We all hope that you enjoy the fruits of this excellent leadership handbook.



by David Allen Jr.



Goals

In an effort to assist organizational teams and employees in achieving workforce performance goals for cultural competency and effectiveness, a practical goal strategy has been designed to address four important areas (Robbins, DeCenzo, & Wolter, 2016).

The four areas are:

1. Goal Specificity
2. Participation
3. Time Limits
4. Performance Feedback

These factors are helpful to ensure quality oriented team-work, and if applied strategically can drive organizational teams to earn productive results. Any organization can adopt these four factors to enact practical management strategies that have been classified as management by objectives (MBO) (Robbins et al., 2016). Management by objectives was first presented by Peter Drucker in his classic, *The Practice of Management* (1954), which converts overall objectives into specific objectives and adapts them to organizational units and individual members. This process of linking objectives through all levels of the organizational structure allows employees to make specific contributions to overall outcomes (Lindberg & Wilson, 2011). A historical overview that depicts Peter Drucker's MBO process can be reviewed further in Figures 1 and 2.

In this goal setting segment, the workforce community and supervisors share the process of determining specific goals together. Progress towards goals are closely

monitored and rewards are allotted in conjunction with meaningful results. This approach utilizes goals to encourage, edify and motivate the workforce culture to agreed-to results (Robbins et al., 2016) as opposed to using goals to control the workforce. Goals have been defined as a “long term organizational target or direction of development; that states what the organization wants to accomplish or become over the next several years” (Bryson & Alston, 2011).

Goal Specificity

Goals specificity alludes to specific statements of expected accomplishments (Robbins et al., 2016). The expected accomplishments must be measureable and periodically evaluated. Questions that management supervisors, team leaders or directors can raise to assist in ensuring that their goals are measurable are:

1. What will be done?
2. Who will do it?
3. When will it be done?
4. How will it be done?

These are basic questions any management team can work through collectively so the entire workforce culture can invest in the process of goal setting with the expectation of goals being closely monitored and measured. After the strategic questions have been thoroughly explored and answered, an outline can then be created communicating the specific goals and accompanying processes included to inform stakeholders and organizational teams about the plan, review process and methodologies to pursue goal targets.

Participation

Participation within any organization is essential in successfully reaching goals. To make goals more achievable, a strategy is needed to encourage organizational participation that affirms the input and involvement of the entire workforce culture. Participative leadership is key in that it involves communication designed to solicit opinions and ideas from followers for the purpose of involving followers in decision making (Hackman & Johnson, 2013). The strategy in this solicitation of participation details the pattern of purpose, policies, programs, projects, actions, decisions and resource allocations that defines what an organization is, what it does, and why it does it (Bryson & Alston, 2011).

The process of goal setting traditionally has only included the insights, and preferences of the chief executive officer (CEO), which was then communicated down through top managers, division managers, department supervisors and then to the employees. This top down model has limitations that millennials and younger organizational models may resist. Within this proposed GEMS strategy, it's recommended to work collectively as opposed to individually, in that (CEO's), supervisors, directors and employees all work together collectively to reach intended results (Robbins et al., 2016). The participation of all hands and ranks of leadership involved enriches the workforce culture and fosters synergy, unified strategy and workforce success (Robbins et al., 2016).

Organizational leaders who encourage participation also encourage empowerment. Research supports that participation fosters empowerment (Laverack, 2006). This has been theorized as interconnected processes and outcomes at

the psychological, organizational, and community levels. At the community level, empowerment involves participation and resource mobilization processes that build sustainable local power and increased control over local decision making (Laverack, 2006). Research on empowerment has consistently found sociopolitical control to be positively associated with community engagement and participation (Speer, Jackson, & Peterson, 2001). Useful strategies for organizational leaders to encourage and boost participation can be found through the following behaviors (Hackman & Johnson, 2013):

1. Participate early and often
2. Focus on communication quality as well as quantity
3. Demonstrate competence
4. Help build a cohesive unit

Time Limits

An organizations' most precious commodity is time. Time management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity toward reaching organizational goals. Time limits and time management can be defined as behaviors that aim at achieving an effective use of time while performing certain goal-directed activities (Čiarnienė & Vienažindienė, 2014).

Companies and organizations that value time have systems in place to guard it. Good, effective time management is a core skill, and it is a career skill that everyone needs both to be able to perform in a current job and to enhance career prospects (Forsyth, 2010). Furthermore, poor time management has been linked with unperformed

jobs, low quality of work, high stress, strain, and emotional exhaustion (Čiarnienė & Vienažindienė, 2014).

Time limits have to be established with each goal to give the workforce teams' realistic timeframes to achieve intended results. Organizations that enact timeframes and deadlines with work projects are not only better stewards of time but also achieve results often on or before stated deadlines (Robbins et al., 2016). One standard method that can be applied to organizational workforce cultures is the ALPS (ALPEN) method (Čiarnienė & Vienažindienė, 2014). This method allows planning a day in a very effective manner and stands for:

A: write down tasks, schedules and planned activities

L: assess duration of each activity

P: include buffer times for each task

E: make decisions meeting the priorities

N: recheck all the time

Time limits within effective time management is an important factor in job performance and thus can contribute to an individual and organizations' results (Čiarnienė & Vienažindienė, 2014).

Performance Feedback

The final step recommended in this goal setting segment involves performance feedback. Organizational leaders who invest in providing constructive feedback affirms employees when goals are being met according to expectations and gives corrective advice in an encouraging way when they are not. Feedback hearings give valuable

information to participants about their leadership behaviors (Hackman & Johnson, 2013). Performance feedback helps the workforce understand organizational expectations more clearly. After the organizational workforce receives knowledge of how they are doing, they can then address their weaknesses and build on their strengths (Hackman & Johnson, 2013). There are six specific suggestions provided that any organization can adopt for effective feedback (Robbins et al., 2016). They are:

1. Focus on specific behaviors
2. Keep feedback impersonal
3. Keep feedback goal oriented
4. Make feedback well timed
5. Ensure understanding
6. Direct feedback for improvement toward behavior that the receiver can control

The six suggestions are to make feedback more effective and can be used for both positive feedback and feedback for improvement. The conveyor of the feedback is an important factor in feedback perceptions (Strijbos, 2010), and more importantly detailed feedback is more effective and perceived more positively (Robbins et al., 2016). Overall, performance feedback helps the workforce understand organizational expectations more clearly (Hackman & Johnson, 2013).


References

- Bryson, J. M., & Alston, F. K. (2011). *Creating your strategic plan: A workbook for public and nonprofit organization*. San Francisco, CA: Jossey-Bass
- Čiarnienė, R., & Vienažindienė, M. (2014). The conceptual model of time management. In *Book of Proceedings*.
- Forsyth, P. (2010). *Successful time management*. London, England: Kogan Page.
- Hackman, M. Z., & Johnson, C. E. (2013). *Leadership: A communication perspective*. Waveland Press.
- Laverack, G. (2006). Using a 'domains' approach to build community empowerment. *Community Development Journal*, 41(1), 4–12.
- Lindberg, E., & Wilson, T. L. (2011). Management by objectives: The Swedish experience in upper secondary schools. *Journal of Educational Administration*, 49(1), 62-75.
- Robbins, S. P., DeCenzo, D. A., & Wolter, R. (2015). *Supervision today*. Pearson Education India.
- Speer, P. W., Jackson, C. B., & Peterson, N. A. (2001). The relationship between social cohesion and empowerment: Support and new implications for theory. *Health Education & Behavior*, 28(6), 716–732.
- Strijbos, J. W., Narciss, S., & Dünnebier, K. (2010). Peer feedback content and sender's competence level in academic writing revision tasks: Are they critical for feedback perceptions and efficiency? *Learning and Instruction*, 20(4), 291-303.

Figure 1.

History of MBO

- Peter Drucker first describes this approach in 1954 in his book 'The Practice of Management'.
- Becomes prominent in 1960
- it spread in the 1970s and 80s to mid-sized organizations, commercial and other.
- In the mid-2000s it is viewed in many circles as a somewhat dated technique not well adapted to the rapid changes and uncertainties of a dynamic Information Age.
- The Two Eras
 - **60's 70's 80's – MBO comes in vogue**
 - Idea: improve management & productivity by being more defined. Having a goal in mind makes it easier to achieve it.
 - Principals:
 - Top level strategic goals & objectives (g-o)
 - Supportive objectives and action plans for lower level
 - Organizational role and mission statement. Specific action plan for each member through participative decision making
 - Establish standards
 - Periodic assessment
 - The idea had Assumption that more defined about traditionally broad state of g-o would lead to performance improvement. Which was acted as a weakness.



Common MBO Elements

**Goal
Specificity**

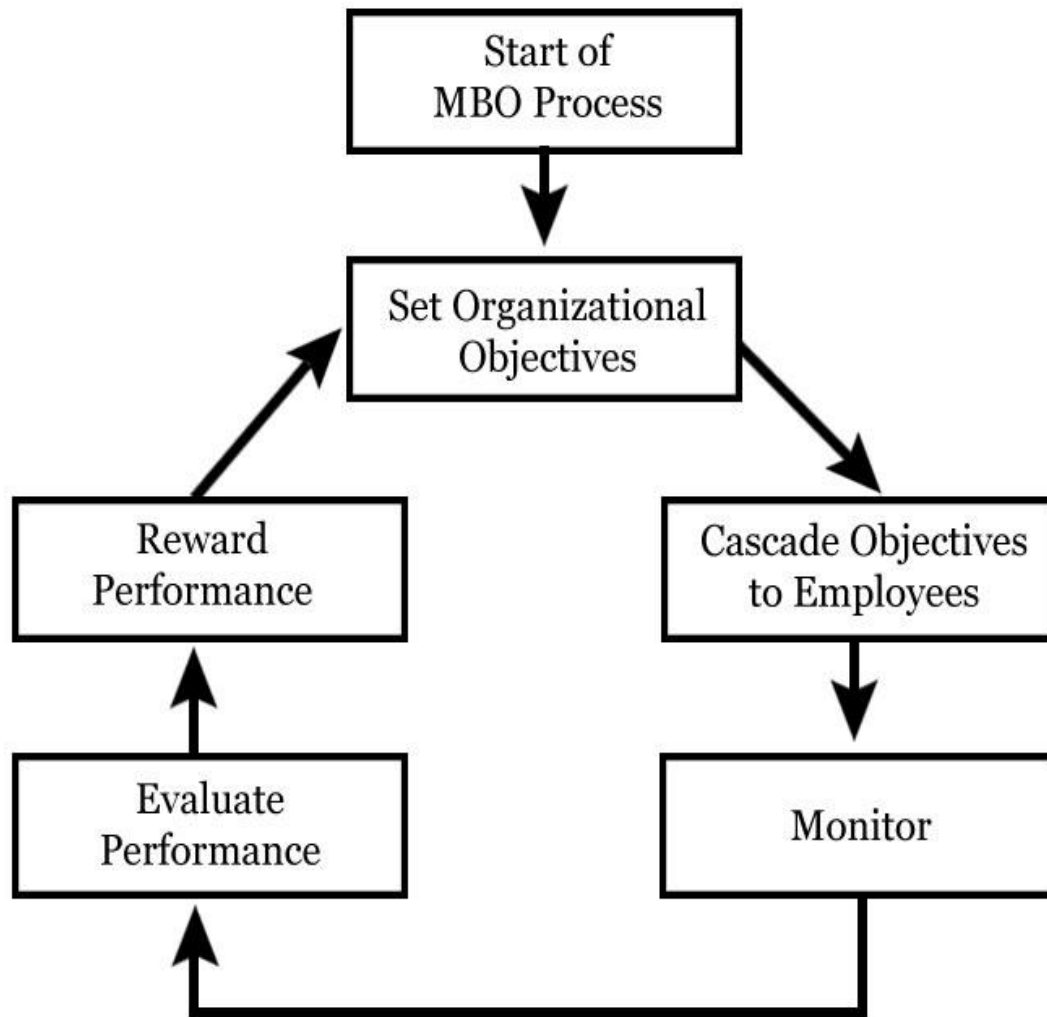
**Participative
Decision Making**

**Explicit
Time Period**

**Performance
Feedback**

Figure 2.

The Five-Step MBO Process





by Garla L. Connor, BHSA, MBA-HRM, EdDc





GEMS:

Expectations

2

Studying and applying the material in this chapter will help you to:

- Define critical thinking
- Describe the characteristics of an effective thinker
- Understand the value of independent thinking
- Understand the relationship between critical thinking and decision-making
- Understand the steps toward effective decision-making
- Expectations when implemented in a corporate setting

Key Terms

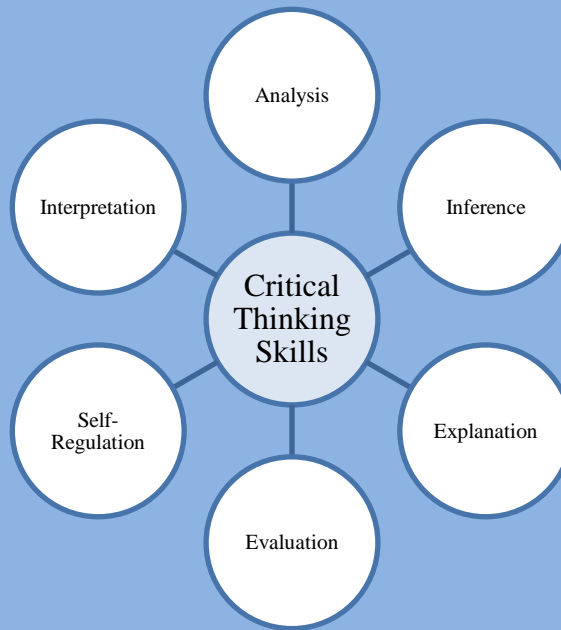
Analysis
 Critical thinking
 Decision-making
 Discipline
 Flexibility
 Open-mindedness
 Problem solving
 Reflective reasoning
 Self-assessment

What is Critical Thinking?

There are numerous ways to define critical thinking. For the purpose of this handbook, however, we defer to the statement submitted by the National Council for Excellence in Critical Thinking (Scriven & Paul, 1987) who describe the activity as “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, evaluating or synthesizing information gathered from observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (as cited in Paul et al., 1997, p. 4). Thus, we rationally infer that critical thinking goes beyond the mere accumulation of data but rather engages in meditative and independent thinking. It facilitates the clear evaluation of data and, allows a critical thinker to draw sensible and accurate conclusions from filtered information that generally results in effective problem solving and decision-making. Nair et al. (2013) asserted that the process is self-guided and fosters a gradual improvement in an individual’s quality of thinking via the skillful gathering and assessment of relevant information. Thus, critical thinking is a deliberate thought process which develops from a disciplined ability to arrive at a decision that is informed by evidence.

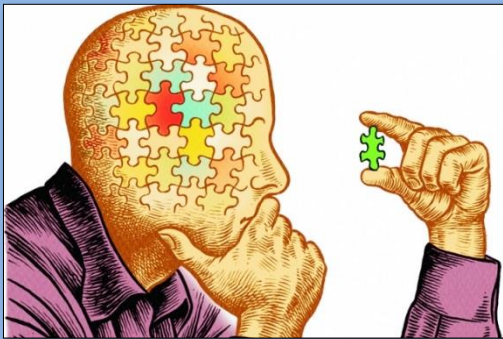
To that end, there are a number of core skills that promote the evaluation of diverse perspectives, the methodical examination of information from several sources and, the ability to discern between constructive and less useful details. Critical thinkers are also able to adopt a position by decisively analyzing the complex issue at hand and rejecting faulty reasoning; they are equally able to generate solutions and articulate their beliefs by augmenting a particular skillset. Doyle (2016) submitted a list of actionable skills that stimulate coherent reasoning, logical argument, and the capacity to reach a

lucid conclusion; these are mapped below and pinpoint the subskills identified in Facione's (1990a) critical thinking concepts:



The Value of Critical Thinking

Thinking critically has long been regarded as key to an organization's success and companies are increasingly seeking people who view the world through multifaceted lens and, who welcome new experiences via partnership with colleagues of different backgrounds and ethnicities (Maggitti, 2015). The ability to analyze data, extract critical information and deduce better outcomes through informed decision-making is a powerful strategic tool which are at all times in demand. For example, critical thinkers are generally associated with new markets (Amazon and groceries), the introduction of novel products (iPhone 8 and X) and best practices (Telus University allows employees to gain arts and business credits while working for the company) that are reinforced by the exploration of methods deemed less conventional than norm. Thus, critical thinkers are valued employees who independently think, challenge the status quo and help organizations to cope with challenges related to ever-changing markets and consumer demands.



In terms of identifying individuals who harbor these talents, research links the independent thinker with several characteristics. Accordingly, it is noted that the coherent thinker appreciates the diversity of culture, beliefs and views; in general, he/she tends to be inherently curious, dialogical and open to differing points of view. Likewise, critical thinkers tend to be attentive, alert and are eager to apply their best thinking habits. They transcend the simple report of practices by assuming a rich analysis of procedures - questioning and investigating until they have assembled all of the necessary information. In this regard, they are inquisitive and derive pleasure in exploring all sides of a complex issue in the pursuit of constructive outcomes. Consequently, critical thinkers are intuitive problem-solvers who are also decisive, open-minded and reflective in reasoning (Budsankom, Sawangboon, Damrongpanit, & Chuensirimongkol, 2015; Gaudiano, Brown, & Miller, 2011; Jenkins, 2011).

Moreover, there exist a positive correlation between critical thinking and decision-making - as evident by the ability to reason, question assumptions, identify inconsistencies and arrive at the best possible solution in a consistent and systematic manner. Thus, employers should create an environment in which employees feel free to engage in open-minded but focused inquiries that generate creative solutions to workplace issues. Moreover, employers need to convey that it is okay to make mistakes as building a culture of critical thinking (across teams and groups) is a fundamental tool for survival. In this regard, Manville (2017) suggested several organizational strategies for critical thinking, such as skill-building workshops, i.e. role play methodologies, and the creation of evidence-based templates for presentations and meetings; the author further advocates for the increased socialization of different people within the workplace which enhances collaborative learning and ingenuity. Next, we will define decision-making and

identify the sequence of action steps that support this fundamental activity which is also an important byproduct of critical thinking.

Steps Toward Effective Decision-Making

Decision-making is the thought process concerned with the ways in which individuals “interpret problems, form goals, search information and arrive at solutions” (Patrick, Steele & Spencer, 2013, p. 1). Given that decision-making is perceived as a course of action, a structured step-by-step process should be followed in which a person considers all pertinent information, balances the positives and negatives of each possibility and, determines which option is best.

Ingram (2017) outlined the six key steps of the decision-making process as:

- Identify the problem and recognize that there is a decision to be made
- Gather relevant information and attempt to identify the potential causes of the problem, the people and processes involved
- Identify alternatives and generate a list of possible solutions
- Choose among alternatives and weigh the pros and cons
- Take action, and implement the plan and evaluate the outcomes
- Review your decision and be ready to adapt your plan, if necessary

Along these lines, there are also challenges to be considered when making decisions. Therefore, it is prudent to always conduct thorough research in an effort to reduce bias and misinformation that can result in adverse and unintended consequences. In addition, seeking outside counsel often delivers a new perspective on the problem and can generate novel solutions, not otherwise considered. Likewise, it is a course of wisdom to identify a solid alternative that is both possible and practical in the event that your preferred solution does not work out as expected.

Expectations When Appropriately Implemented

Higher-order thinking, reasoning, analyzing, synthesizing and problem-solving are some of the corporate expectations associated with critical thinking, a thought process that equally consists of self-assessment, self-governance and self-discipline. Indeed, companies are challenged to find employees who possess an ability to resolve problems, cross-examine evidence and form an opinion by synthesizing data and inferring a balanced assessment upon conclusion (Korn, 2014). Likewise, companies want employees who recognize the increasing complexity of problems within the global workplace and, are seeking individuals who demonstrate the characteristics of comprehensive critical thinking. So said, workers are being asked to use judgment, make decisions and avail themselves of the strategic resources which originate from the mind. In deference to the famous words of Albert Einstein, we further deduce that a critical thinker is able to deconstruct an idea, consider all its various parts, derive new information (as a result of the activity) and form new concepts that are supported by logical argument. Thus, it is highly expected that the logical thinker will assign great value to the importance of asking questions, researching the best available information and acquiring useful knowledge on all facets of a complex position before taking action. More importantly, the intellectual thinker will seek out the perceptions of a potential customer (or even a competitor) by being informed and remaining flexible in their decision-making capabilities. Hence, an individual who can fulfill these expectations will be deemed a highly-skilled employee and a considerable asset to any organization.

References

- Budsankom, P., Sawangboon, T., Damrongpanit, S., & Chuensirimongkol, J. (2015). Factors affecting higher order thinking skills of students: A meta-analytic structural equation modeling study. *Educational Research and Reviews*, 10(19), 2639-2652.
- Doyle, A. (2016). Critical thinking definition, skills, and examples. *The Balance*. Retrieved October 16, 2017 from <https://www.thebalance.com>
- Facione, P. A. (1990). Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction. Research findings and recommendations. Retrieved October 16, 2017 from <http://files.eric.ed.gov>
- Gaudiano, B. A., Brown, L. A., & Miller, I. W. (2011). Factors associated with critical thinking abilities in psychotherapists. *Cognitive Behaviour Therapy*, 40(2), 137-146.
- Guinn, S. L., & Williamson, G. A. (2017). *Eight habits of effective critical thinkers*. American Management Association. Retrieved October 18, 2017 from <http://www.amanet.org>
- Jenkins, S. (2011). Cross-cultural perspectives on critical thinking. *Journal of Nursing Education*, 50(5), 268-274.
- Ingram, D. (2017). What are the steps in the decision-making process of a manager? Chron. Retrieved October 17, 2017 from <http://smallbusiness.chron.com>
- Korn, M. (2014). Bosses seek 'critical thinking' but what is it? An important skill for young workers has a variety of definitions. *The Wall Street Journal*. Retrieved October 17, 2017 from <https://www.wsj.com>
- Nair, G., & Stamler, L. (2013). A conceptual framework for developing a critical

- thinking self-assessment scale. *Journal of Nursing Education*, 52(3), 131-138.
- Maggiti, P. (2015). Be the problem-solver. *U.S. News & World Report*. Retrieved October 16, 2017 from <https://www.usnews.com>
- Manville, B. (2017). How to hire and develop critical thinkers. *Forbes*. Retrieved October 19, 2017 from www.forbes.com
- Patrick, J. H., Steele, J. C., & Spencer, M. (2013). Decision making processes and outcomes. *Journal of Aging Research*. Retrieved October 17, 2017 from <https://www.hindawi.com>
- Paul, R. W., Elder, L., & Bartell, T. (1997). *California teacher preparation guide for instruction in critical thinking: Research findings and policy recommendations*. Sacramento, CA: California Commission on Teachers Credentialing.



MEASUREMENTS

by Keshia Ross



Measuring the Organizations Productivity

Organizations measure their productivity level by the performance output of their employees. In many cases, they rely on the feedback from customer/client questionnaires and employee surveys to develop or improve new products, services, or staff. As a leader in the organization it is imperative to consistently monitor and review with the entire organization the effects and outcomes of the organizations productivity level. According to Paul and OA (2015), the significant role of performance appraisal in any establishment of organizations has become indispensable when we talk of organizational success. The success of any organization is dependent on how well the performance of every employee is effectively appraised and managed.

Organizational productivity correlates to the organizations effectiveness. It is paramount for organizations to create, develop, and utilize a human resource component. It can be a department or unit within the organization. Most importantly the human resource department should be the core of the organization implementing the client and employee questionnaires along with staff performance evaluations. Money is a motivator in many cases to increase job productivity. Manzoor (2012) stated it has the supremacy to magnetize, maintain and motivate individuals towards higher performance. Organizations must be cautious of their productivity level because it may affect their sustainability over time if not progressively monitored.

One of the most important benefits of monitoring productivity in an organization is to promote change where needed. Promoting change in an organization can be a monumental or dreadful experience for some. According to Chaffold, every company should identify components called key performance indicators (KPIs) to evaluate success for each employee's position. Show team members how their piece of the puzzle fits into

the organization's goals ("8 Reasons Why", n.d.). This is most important when dealing with restructuring an organization.

How to Measure Employee Performance

Measuring employee performance is key to improving productivity within the organization. Evaluating employee performance consists of utilizing performance metrics that can measure an employee's productivity on the job. Although there are various performance metrics that can be utilized; work quality and organizational performance metrics are discussed within this section. Van Vulpen commented that work quality metrics say something about the quality of the employee's performance. The best-known metric is subjective appraisal by the direct manager ("21 Employee Performance Metrics", n.d.). This type of evaluation occurs more often in jobs typically it is done at least twice a year with follow-up reviews if needed. The evaluation is quite often completed in a formal setting by a scheduled interview arranged by the direct supervisor and the employee. Typically the supervisor has pre-written the evaluation and uses it during the interview to record additional information. Based on the results of the individual evaluation a developmental plan may be created and implemented with an expected deadline to complete specific areas of improvement with assistance if needed. A follow-up review typically will occur if a developmental plan was created.

A team assessment is another way to evaluate work quality of an employee. Team assessments can provide an in-depth evaluation of a team's ability to meet goals, as well as identify challenges. Additionally, communicating with the people who an employee works with on a day-to-day basis can give you valuable insight on how an

employee is performing (Stratz, 2015).

Van Vulpen pointed out that organizations can also use employee performance metrics to assess their own competitiveness (“21 Employee Performance Metrics”, n.d.). Organizations can review attendance rates as an indicator for performance metrics as well. Employees that are usually absent from work typically perform at a lower level with little to no expectancy from their employers in comparison to employees that work overtime who are considered to work at a higher level with great expectancy from their employer.

Employee Attitudes Influence on Performance

“Employee satisfaction creates a satisfied customer.” Job satisfaction is among the important attitudes that influence human behavior in the work place (Hettiararchchi & Jayarathna, 2014). According to Hettiararchchi and Jayarathna (2014), job satisfaction is an emotional response to one’s tasks as well as to the physical and social conditions of the work place. A dissatisfied employee is more likely to contribute less at work, often the center of confusion on the job, and not willing to adhere to the policies or procedures of the job. How can this work behavior be prevented? Mainly by meeting the needs of the employee. Organizations can minimize these instances by acknowledging, rewarding, and supporting their employees. Once the workers know they are an intricate part of the organization, individual accountability can form. Hettiararchchi and Jayarathna (2014) stated that workers will have high job satisfaction when they have positive attitudes toward such job factors such as the work itself, recognition and opportunity for advancement.

Employee behavior on the job is influenced directly-positively or negatively by his or her immediate supervisor. Positive influences are essential to strengthening employee commitment (Joseph, 2014). An employee's attitude can be motivated by their individual commitment to the organization and their job. Joseph (2014) stated without employee commitment, there can be no improvement in any area of business activity. Employees that are disconnected from their colleagues are typically left feeling isolated and considered an outsider on the job. Employees that are regularly engaged with other employees through team projects, organizational efforts (i.e. company marathon or picnic), or attends/participates during trainings are usually more confident in their position within the organization and often times feel they are valued by their employers.

Rewarding employees is pivotal in an organization by displaying to all workers that they are important and appreciated for the work that they do. The use of reward has been an essential factor in any company's ability to meet its goals (Paul & OA, 2015). Employee recognition should occur at all levels within the workplace. Recognition may be in the form of a certificate, gift card, personal day off, or money, which is usually the most enticing reward. Paul and OA (2015) shared that employee recognition is usually demonstrated for all staff to witness to entice motivation for the high performing workers and to encourage improvement for the lower performing workers. However recognition is displayed it must be communicated to staff that it exists to have cooperation in meeting the expectations. Managers must follow through with recognizing staff with the perspective reward to prevent a lack of transparency/integrity within the organization amongst staff.

Utilizing the Measurement Results for Success

Employee recognition on the job is seen through performance evaluation, character awards, or service/product efficacy level. Most of the times you will find on an employee evaluation areas that clearly highlight one's strengths or weaknesses that need to be developed. The recorded strengths should be utilized by connecting those strengths to the work areas that would greatly benefit from it. For example, if an employee evaluation states the individual successfully leads and facilitate workshop seminars in the department. More than likely that person would be a good candidate to become a trainer or coach on the job. By doing this employers are demonstrating to employees that we acknowledge your skills, talent, and commitment on the job, here is the next step for you in the organization. In today's society, employees are always looking for opportunities of advancement within their organization. In addition to opportunities that allows them to bring innovative ideas and projects to the organization.

Measuring results of the organization as a whole consists of not only the input and output but also mainly the outcomes of the organization. Larkin (2013) stated outcomes measure how much better off the organization's clients, or society as a whole, are as a result of the organization's activities. Outcomes provide a visual of what the organization is doing so well. Depending on the type of funding for an organization deliverables are a large part of describing the outcomes for an organization. Utilizing the measurement results allows the organization to effectively restructure the weak areas within the organization by implementing training for all levels within the department and hosting employee meetings with all levels expected to attend to review the organization

goals, mission, and even the measurement results for the company. Creating measurement tools to evaluate employees, assess client needs, and monitor the organizations effectiveness is crucial in leading an organization. Reviewing the measurement tools and implementing changes recommended is highly favorable for all organizations to remain successful.

References

- Chaffold, J. (n.d.). *8 reasons why employee productivity may suffer*. Retrieved from <https://www.insperity.com/blog/8-reasons-why-employee-productivity-may-suffer/>
- Hettiararchchi, H. A. H., & Jayarathna, S. M. D. Y. (2014). The effect of employee work related attitudes on employee job performance: A study of tertiary and vocational education sector in Sri Lanka. *Journal of Business and Management*, 16(4), 74-83. Retrieved from <https://pdfs.semanticscholar.org/6476/7303e98527ccc1fa2da2370e95906c74bca6.pdf>
- Joseph, O. B. (2014). Effectiveness of performance appraisal as a tool to measure employee productivity in organizations. *Journal of Public Administration and Governance*, 4(4). doi:10.5296/jpag.v4i4.6912
- Manzoor, Q. (2012). Impact of employees motivation on organizational effectiveness. *Business Management and Strategy*, 3(1). doi:10.5296/bms.v3i1.904
- Nonprofit Quarterly Organization. (2013). *Using outcomes to measure nonprofit success*. Boston, MA: Richard Larkin.
- Paul SO, O. F. O., & OA, E. (2015). Modeling the relationship between performance appraisal and organizational productivity in Nigerian public sector. *Journal of Global Economics* 3, 129. doi:10.4172/2375-4389.1000129
- Stratz, M. (2015). *The 4 metrics to gauge employee performance*. Retrieved from <https://blog.namely.com/blog/2015/4/8/the-4-metrics-you-need-to-gauge-employee-performance>

Van Vulpen, E. (n.d.). *21 employee performance metrics*. Retrieved from
<https://www.analyticsinhr.com/blog/employee-performance-metrics/>



by Cesar De Castro



Objective

Strategy is the creation of a series action steps that supports the company's organizational mission. Company's mission is the objective of the business strategy (Patnaik, 2014). Objective is a derivative of the mission statement. The mission of the company has a balanced approach that covers the financial performance, employee's enrichment, shareholders' investment value and community contribution. Strategy is an intellectual process in determining the best courses of actions to achieve the strategic goals (Myler, 2015). It is a long term approach that is broken down to sub-set of action plan to achieve the holistic goals. Example of goals that companies highly considered are improve market share in a geographical locations, improve profitability in a certain geographical locations, enhance customer service or improve service quality. It takes tremendous amount of planning and collaboration in putting together a strategy. The strategy must include time line, key players that are responsible for the tasks, and resources to support the strategy. The mission statement of a company is the basis for its existence. The company's employees understand the importance of the mission statement. The success of the mission will depend on the formulation of strategy that will support the mission. The steps taken to successfully ensure that the company's goals is achieved includes the needed support of the Board of Directors, senior executives, department heads and strategic planning team.

Strategic planning takes about two months to formulate and requires the full approval from all parties. The objective is clearly defined prior to the actual formulation of the strategy (Bajarin, 2017). Resources are identified and earmarked for the project. Timeline is then outlined for all parties to follow. Resources is set aside and monitored

throughout the project. Dashboard is created to quantify the progress weekly, monthly and quarterly. Monthly, the strategic planning leader provide updates regarding the progress of the project. Throughout the duration of the project a periodic update is given to the board of directors. Once the project is completed a post analysis is completed. The post analysis provide the team and the stakeholders the outcome of the project implementation. Success stories are celebrated. While any mishaps are noted to avoid from incurring in the future.

Resources

Once strategic planning is complete the next step is to present such plan to the senior executives for approval. Strategic projects require resources to implement such project. The actual approval process includes the required cost of the project. There are three major sections that the presenter is communicating to the approvers, i.e., purpose, time line and the cost required to complete the project (Liu & Liang, 2015). Strategic plan requires a team of personnel that comes from different functions to assist and be part of the team until the duration of the project. Most of the resources originate from the stakeholders' team. An example is the expansion of service to Asia. The stakeholders will include the Vice President (VP) of operation in Asia. It is ideal that resources needed to set-up the operation in Asia should come from the Asia operation team. It is win-win situation to both parties. The VP of operation will benefit from the learned expertise of his people. It will make it easier to fix future issues as the project expertise came from the same team. The pitfalls of not lining up the team members prior to the actual implementation include delay in completing the project, frustration within the team, and negative message, i.e., leaders are not fully committed (McFarland, 2005). The support of

the CEO and senior executives in the actual implementation of the project cannot be underestimated. The board of directors have a strong influence in ensuring functional supports are provided. The success of the project will depend on the availability of the required resources. Ultimately, the strength of the project rely heavily on the strong commitment and support of the company's leadership.

Timeline

Strategic planning process must have clear deadlines for each activities. It is imperative that the time allotted to each task are achievable. Tasks that are tool long must be modified to be in lined with the rest of the project timeline. Each item is interdependent and must be measured with precision. The typical time horizon of a strategic plan is about two to five years. Below are some questions you will need to use in completing the timelines (Bryson & Alston, 2011).

1. What information is currently available to us, and how valid and realizable is it?
2. What information do we need to generate, and how valid and reliable must it be?
3. What issues are driving planning needs?
4. Are they long term (for example, matters of capital budgeting or major information)
5. Technology (investments) or short term (for example, operational issues)?
6. How rapidly are changes occurring, and what will the time frame of the plan be?

7. How do we get the most value from the process?
8. What are the key requirements for success (for example: leadership commitment)?
9. Stakeholder support, new resources, reorganized work (processes)?

Match and review the time with the set goals and ensure that resources assigned to the plan are available on the time that it is required. Engage the personnel or sub-group involved and review the required tasks in support of the project. Defining such roles and responsibilities will eliminate vagueness to the actual process.

Execution

Implementation does not happen overnight. Flexible and adaptable leadership skills are key essentials in the successful implementation of a strategic plan. Leadership meant taking a proactive approach to implementation. There are four implementation leadership functions or roles; two of the roles are assigned to individuals and two are assigned to groups (Bryson & Alston, 2011):

1. Process sponsors
2. Process champions
3. Coordinating committee.
4. Recommendation and action teams

The collective objective of creating these roles or functions is to help ensure the implementation leader roles have the full support of the senior executives and stakeholders that will facilitate the smooth implementation of the plan (Chuah, Teoh, Ting, & Lau, 2016). An implementation process sponsor must have enough authority to

hold the key players accountable in executing the strategic plan.

The implementation process champion is a person appointed by the implementation process sponsor to lead the implementation effort. The implementation process champion is the one responsible for ensuring the day to day activities are happening. The champion is the one who keeps the people on track, keeps track of the process, and also responsible for reviewing the details of what was completed.

The implementation coordinating committee is ideal for large organization that requires complex coordination of business activities. The committee will serve as a platform for deliberation, problem resolution, and coordination with various business units and functions. It ensures smooth progression of strategic tasks by validating job quality and timeliness of completion (Finney, 2015).

Lastly, the recommendation and action team trouble shoots the strategic plan that requires adjustments in order to re-align strategic tasks that are outdated. It is the team that has the expertise to determine the alternative courses of actions to put the tasks on plan (Bryson & Alston, 2011).

References

- Bajarin, T. (2017, April 3). Learning this one thing helped me understand Apple's strategy. *Fortune*. Retrieved from <http://fortune.com/2017/04/03/apple-strategy/>
- Bryson, J. M., & Alston, F. K. (2011). *Creating your strategic plan: A workbook for public and nonprofit organization*. San Francisco, CA: Jossey-Bass
- Chuah, F., Teoh, K., Ting, H., & Lau, E. (2016). A behavioral approach to modelling strategy execution: The role of organizational support and the moderated mediation effect of engagement and communication. *International Review of Management and Marketing*, 6(8).
- Finney, N. K. (2015). Strategy and defense planning: Meeting the challenge of Uncertainty/Perspectives on Strategy/The strategy bridge: Theory for practice. *Parameters*, 45(1), 137-138.
- Lee, K. B., & Wong, V. (2012). Organizational coordination, development proficiency, and on-time completion of development and international rollout: A contingency analysis of external environments. *Journal of Business Research*, 65(3), 389.
- Liu, Y., & Liang, L. (2015). Evaluating and developing resource-based operations strategy for competitive advantage: An exploratory study of Finnish high-tech manufacturing industries. *International Journal of Production Research*, 53(4), 1019.
- McFarland, K. (2005, January 19). A better scheme for strategic planning. *Bloomberg*. Retrieved from <https://www.bloomberg.com/news/articles/2005-01-18/a-better-scheme-for-strategic-planning>
- Myler, L. (2015, August 22). Your strategy should be as unique as your business. *Forbes*.

Retrieved from <https://www.forbes.com/sites/larrymyler/2015/08/22/your-strategy-should-be-as-unique-as-your-business/#1422462736b5>

Patnaik, R. (2014). Crisis-driven strategy: A case of Xerox Corporation. *IUP Journal of Business Strategy*, 11(1), 42-53.

Conclusion

We are hopeful that our readers have gained a greater insight into the subject of critical thinking and, will endeavor to apply the “gems” which we have researched and provided within this scholarly manual. To ensure that the audience has seized the most important concepts, the main points are summarized below.

Module 1: Goals

Workforce performance is enhanced through the strategic application of management by objectives. This strategic tools converts goals into objectives and is designed to address four major factors; these are: goal specificity, participation, time limits and performance feedback.

Module 2: Expectations

Employers are searching for critical thinkers. Thus, individuals who are capable of analyzing data, extracting critical information and deducing better outcomes through informed decision-making are an invaluable asset to an organization.

Module 3: Measurements

The success of an organization is reliant upon the performance of every employee whom leaders should effectively appraise, continuously monitor and manage through the use of key metrics.

Module 4: Strategies

Strategy involves the execution of an intellectual process within an organization

and, is regarded as the formulation of a series of action steps that support the organizations' mission. It is a summary of how the company will achieve its goals while meeting the expectation of customers and sustaining a competitive advantage.

The modules within this handbook were designed to introduce its reader to the most current findings available through an academic literature search. As a result, useful strategies are embedded within its contents that will assist in developing an organizational climate of critical thinkers, decision-makers and problems solvers.



GEMS:

**Goals, Expectations, Measurements and Strategies for
Critical Thinking and Decision-Making**

